

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 33 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---------------------------------------|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 23 | 19 | 42 | 6 | 19 | 31 | 50 |
| K | 24 | 24 | 48 | 7 | 28 | 19 | 47 |
| 1 | 26 | 23 | 49 | 8 | 26 | 19 | 45 |
| 2 | 15 | 26 | 41 | 9 | | | 0 |
| 3 | 13 | 29 | 42 | 10 | | | 0 |
| 4 | 25 | 26 | 51 | 11 | | | 0 |
| 5 | 22 | 24 | 46 | 12 | | | 0 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 461 |

6. Racial/ethnic composition of the school:

| |
|-----------------------------------------------|
| 0 % American Indian or Alaska Native |
| 11 % Asian |
| 3 % Black or African American |
| 2 % Hispanic or Latino |
| 0 % Native Hawaiian or Other Pacific Islander |
| 79 % White |
| 5 % Two or more races |
| 100 % Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|------------------------------------------------------------------------------------------------------|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 0 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 11 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 11 |
| (4) | Total number of students in the school as of October 1. | 476 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.023 |
| (6) | Amount in row (5) multiplied by 100. | 2.311 |

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 5

Specify languages:

We have students whose first language is Spanish, Hindi, French, Greek, or Chinese.

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

The school does not participate in the federally supported lunch program because we have no cafeteria. However, we do survey parents annually to determine the number of students from low-income families using the income guidelines for the federally supported lunch program provided by the local public school department. Our last calculations in the spring of 2009 showed that 4% of our students would have qualified for the subsidized lunch program.

10. Students receiving special education services: 1 %

Total Number of Students Served: 5

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|------------------------------------------------|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|-------------------------|-------------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>20</u> | <u>0</u> |
| Special resource teachers/specialists | <u>4</u> | <u>1</u> |
| Paraprofessionals | <u>3</u> | <u>1</u> |
| Support staff | <u>5</u> | <u>3</u> |
| Total number | <u>34</u> | <u>5</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 95% | 98% | 98% | 98% |
| Daily teacher attendance | 98% | 97% | 98% | 99% | 99% |
| Teacher turnover rate | 20% | 19% | 12% | 15% | 7% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

The 20% teacher turnover rate in 2008-2009 was due to three teachers reaching retirement age and one teacher choosing to return to graduate school full-time. One of these was replaced by a long-time teacher who had taken a year leave of absence.

The 19% teacher turnover rate in 2007-2008 was due to the loss of 5 teachers: one due to a move out of state; one due to the birth of her child and her decision to remain at home; one who left for a higher salary in a local public school; one who was hired by another Catholic school in Lowell; one due to a non-renewal of contract.

The 15% teacher turnover rate in 2005-2006 was due to an out-of-state move because of a spouse's employment relocation; one non-renewal of contract; one retirement; and an out-of-state move for family reasons.

The student drop-out rate in grades 7-8 is 0%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

| | | |
|--------------------------------------------|-------------------|---|
| Graduating class size | <u>0</u> | |
| Enrolled in a 4-year college or university | <u>0</u> | % |
| Enrolled in a community college | <u>0</u> | % |
| Enrolled in vocational training | <u>0</u> | % |
| Found employment | <u>0</u> | % |
| Military service | <u>0</u> | % |
| Other (travel, staying home, etc.) | <u>0</u> | % |
| Unknown | <u>0</u> | % |
| Total | <u> </u> | % |

PART III - SUMMARY

Ste Jeanne d'Arc School (SJA), a Pre-K-8 Catholic school serving 461 students, is committed to its mission of continuing the teaching ministry of Jesus by providing a challenging education within a faith community. The school, located in Lowell, Massachusetts, has served the community since 1910. Current students come from 16 towns in the Greater Lowell area and southern New Hampshire. SJA is accredited by the New England Association of Schools and Colleges.

Ste Jeanne d'Arc School is especially known for the excellence of its academic program within the context of a faith community. A customized curriculum at each grade level prepares the students with the intellectual and moral knowledge and behaviors to succeed. The faculty challenges its students to go beyond their self-imposed limitations and to broaden their understanding of themselves and each other. Students know that they must be active participants and take responsibility for their learning. This is done in a nurturing environment where they can be awakened to the concepts of faith, community, personal identity and self-worth. Teachers partner with parents to ensure that each student's learning environment extends from the classroom to the home.

Students are served according to their needs and potential with the possibility of acceleration in math, language arts, and French. Our French program meets BRS standards. Beginning in grade 4, students are placed homogeneously in these subject areas according to past performance and ability. Many junior high students are taking high-school-level courses in math and English. Eighth graders having completed the French program are able to accelerate their study of French when they begin high school. The quality of SJA's program is due in large part to the dedication and tireless effort of the faculty and staff and the vision and leadership of its principal. Ongoing professional development leading to continued growth as persons and educators is important to the SJA faculty.

In order to form the whole person, SJA offers many extra-curricular activities. Student Council sponsors monthly spirit activities for the entire student body; Beta Club, an academic honor society, is open to students who maintain the required academic average and fulfill the expectations of character, service, and leadership; Library Media Club attracts student volunteers who assist the librarian; Destination Imagination, a global creative problem-solving program, fosters imagination and student-driven decision-making; Newspaper Club is open to students interested in writing; French Club celebrates the culture of the French-speaking world; Band attracts those with musical inclinations; Youth for Christ, a prayer-based group, provides care and concern through community outreach projects. SJA also offers an extensive intramural and competitive sports program including basketball, baseball, softball, cheerleading, dance, swim, gymnastics, golf, ski, tennis, yoga, soccer, track, Tae Kwon Do, and bowling.

Service is an integral part of the SJA mission. The SJA community shows generosity and concern for those in need. Students live out their Christian commitment by helping those less fortunate through projects responding to specific needs in the community. As a school-wide commitment, pennies are collected all year to provide school supplies for children in Haiti.

Ste Jeanne d'Arc School boasts an active Parent-Teacher Organization which fosters parent involvement through sponsorship of many home-school activities. SJA is a welcoming community. The staff is eager to describe to visitors the uniqueness of their grade level and programs. SJA continues to support new families and helps them feel welcomed and comfortable through KinderCoffees and New Parents' Night. Many SJA alumni return after graduation whether they enroll their children as students, come back as teachers, or serve on the school board or its sub-committees. Ste Jeanne d'Arc School is not only a Catholic tradition, but a community and family tradition.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In reviewing Ste Jeanne d'Arc School's eligibility for the Blue Ribbon Schools Program, a comparison was made of the highest grade of the last TerraNova testing period with qualifying scores. It was determined that students' overall total score of 86 exceeded the required cutoff of 77 in reading and the overall total score of 86 also exceeded the required 77 in math for grade 8.

Ste Jeanne d'Arc School administers each year the TerraNova, The Second Edition (CAT Complete Battery) tests as required by the Archdiocese of Boston. Testing for grades one and kindergarten is optional. Scores reported for BRS consideration are for grades 2-8. None of the students tested required special accommodations. Although the school has an 11% Asian population, the scores were not disaggregated since there are fewer than ten Asian students per grade. However, in reviewing individual test scores among this population, it was noted that these students' test scores were comparable to the results of their classmates.

The eighth graders' scores reflect the pattern of excellence that is typical at Ste Jeanne d'Arc School. All grades, as evidenced by the supporting tables at the end of this report, show solid performance scores. Longitudinal studies confirm each year that students score significantly higher than local and national norms.

Scores are also consistent throughout the five-year period reported for all other grades. Students at Ste Jeanne d'Arc School have historically performed very well on standardized tests. This success is attributed to a strong academic program in math and language arts. The practice of grouping students according to ability and past performance has supported meeting students' individual needs and increasing their likelihood of performing at their potential.

Each year the principal and classroom teachers review curricular areas and programs for effectiveness. Testing results are used to determine the effectiveness of a particular program. Several years ago, the adoption of a new K-5 math program resulted in an overall decline in test scores. This data confirmed the principal's and teachers' opinions that a change needed to be made immediately in spite of the financial and professional development investment. Another math program was adopted for those grades and a rise in test scores was seen with the new program. The continued decision to use the Open Court (SRA McGraw Hill) reading series for grades Pre-K through 3 is attributed in large part to the children's success in the program as evidenced by the assessment results. The Instructional Grouping Reports provided by TerraNova show that SJA students are performing very well. For the past several years, a high majority of the students at all grade levels achieved "High Mastery" for most tests. The school does not limit standardized testing in reading and math to the TerraNova test. Each winter, students in grades K-8 take the Gates-MacGinitie reading test to track the general reading achievement of individual students throughout their school years. Parents value this information as they see the progress their child makes from one year to the next. In the spring, K-8 students take the Stanford Diagnostics Math Test. This test identifies students' strengths and weaknesses giving teachers and parents valuable information on student progress.

Assessment results provide Ste Jeanne d'Arc School teachers and administration with important data to evaluate the effectiveness of curriculum, to screen students for possible remediation or acceleration, to make grouping decisions based on students' common strengths and needs, and to communicate effectively with parents concerning their child's progress. These tools keep teachers focused on student needs and give them valuable information for planning appropriate lessons.

2. **Using Assessment Results:**

Results of standardized testing give teachers a valuable instrument to measure the success of the school's academic programs. At each level, test scores are studied and interpreted according to group and individual student results. At all levels, scores help the teachers identify possible weaknesses in the curriculum so that modifications can be made to the program when necessary. Individual results pinpoint a particular student's

difficulty which can then be remediated by the teacher. Data is used to determine which concepts have been mastered in order to allow a quicker progression to new concepts. Teachers also take advantage of assessment reports to dialogue with teachers at the next grade level to improve the transition of instruction from one grade to the next. Level meetings are routinely conducted for math, language arts, science, and social studies teachers to discuss program accommodations based on testing results. Test results also allow the principal, along with teacher recommendation and past performance, to form the homogeneous math and language arts groupings that are typical in this school. Individual students' results are a helpful indicator to identify which students should be placed in the accelerated program. Teachers at the junior high level review the scores during the summer, paying close attention to areas of mastery and weakness, give the appropriate diagnostics tests at the beginning of the school year, and adjust the curriculum according to the results. Assessment results are also shared with the Advisory Council, SJA's governing board, for consideration in its long-range planning.

3. Communicating Assessment Results:

Frequent communication with parents and the general community is important at Ste Jeanne d'Arc School. Families receive the trimester report card which lists all concepts taught in each subject for the marking term and the student's performance in each area. Progress reports are sent home at the mid-point of the marking term indicating a student's current status in each course. Parents are also notified by mail for every three failed or missed assignments or tests in each subject, so that they can monitor their child's progress on a regular basis. Parents receive the home report of their child's TerraNova scores. The principal and teachers are available to discuss results with the parents. Parent-teacher conferences are held one evening each month from September through January. Parents are always encouraged to communicate with the principal or the teachers through notes, telephone calls, or meetings as needed. The community is informed of the students' performance and successes through the quarterly newsletter, Pathways, which is mailed to over 5,000 households of current and prospective families, alumni, past parents, donors, parishioners, grandparents, and members of the business community. TerraNova scores have been reported in Pathways in a chart format showing comparisons of SJA scores to local and national results. The school also shares with the community the students' successes, most notably at graduation, when graduates are recognized for their accomplishments, such as the Presidential Academic Excellence Awards, the Massachusetts Foreign Language Association Award for Excellence in French, National Junior Beta Club scholarships, and scholarships from local high schools and civic organizations. The school website (www.sjdarc.org) is one of the most important tools of communication with all members of the Ste Jeanne d'Arc School community.

Communicating information on student performance to parents, students, and the community is a priority at SJA since the high test scores give evidence of the quality of the academic program.

4. Sharing Success:

Ste Jeanne d'Arc School is proud to share its successes with schools in the area. Recently, as part of shared professional development efforts, SJA has hosted technology workshops open to teachers from neighboring schools for training in the use of SMART Boards in the classroom. SJA's large computer lab and many classrooms equipped with the SMART Boards made it the logical choice for this training. Teachers of neighboring schools visit classrooms to observe programs. This year, a local public school is visiting the second grade for math program information.

Teachers frequently volunteer for archdiocesan committees. Most recently, two teachers participated in a pilot program for the archdiocesan safety program, Keeping Children Safe, for middle school students. The assistant principal and an eighth grade teacher serve each year as assistant chairs on visiting committees for schools applying for accreditation through New England Association of Schools and Colleges. The assistant principal and principal have also offered a workshop through NEASC for principals of schools beginning the accreditation process for the first time. The principal has served as a mentor principal in the Catholic School Office leadership program assisting prospective or first year principals. The assistant principal has also served on the archdiocesan Catholic School Office committee for the development of the World Languages

Curriculum Outlines and has also given workshops on marketing, development, and alumni relations at regional conferences and at the NCEA national convention.

In the event that Ste Jeanne d'Arc is awarded Blue Ribbon status, this honor would provide a perfect opportunity for the school to continue to reach out to the seven Catholic schools who are partners in education in the Lowell area through professional conversations, workshops, or classroom visits. The school is willing to share those practices that make it successful in the hopes that more children might benefit from the staff's experience and skills.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum focuses on the development of the whole child; one who is faith-filled, self-disciplined, and prepared to be an active force in a global society. Meeting individual student needs has always been the goal of the curriculum and the school—from building fundamental skills to fostering higher-level thinking abilities.

At SJA, religion is not just a subject to be taught but a way to live. Prayer is an integral part of the day as are Christian service activities, school liturgies, and the celebration of holy days and feast days. The core curriculum follows the guidelines set forth by the Archdiocese of Boston. The Youth for Christ, an after-school club, focuses on prayer and service.

The language arts curriculum is an integrated program of vocabulary, spelling, grammar, and literature. Reading begins in Pre-K and concepts such as critical thinking, reading comprehension and writing skills become increasingly more complex as students progress through the various levels according to their ability. This curriculum area includes SRA lab, ICT, Accelerated Reader program, a creative writing program, book reports, portfolios, research papers, library research skills, and participation in the annual spelling bee. There is also a computer component which is part of the language arts program.

The math program helps children learn math skills and concepts based on NCTM standards to ensure that students can apply these skills in everyday life. Reading skills and strategies play an important role in problem solving for math. There is a computer component for each grade level.

The purpose of the computer program is to teach students keyboarding, writing, and editing skills on the computer, compiling database information, managing files, using graphics and multimedia, developing spreadsheets, and using Internet resources. Students also use PowerPoint and SMART Board presentations in computer class and in other classes.

SJA is the only school in the area offering French as a core subject for all students in grades K-8. From K-2 French is taught mainly through oral activities, music, and role-playing. By the eighth grade the students are refining their listening, speaking, reading, and writing skills for more accurate communication. Technology is integrated into the program beginning in the sixth grade to support more culturally accurate instruction. The course of study for eighth graders includes a trip to the Boston Museum of Fine Arts and a meal in a French restaurant. Children may choose to participate in the French Club. This program meets the BRS program standards.

Music consists of theory, music appreciation, singing, and dancing. Band students give concerts at Christmas and in the spring.

Art encourages creativity and individuality. Various mediums are used in arts and crafts. A yearly Art Fair is held in the spring. At that time, the buildings are teeming with the students' work, reflecting pride in their accomplishment.

Physical education teaches that healthy living involves the combination of physical activity and appropriate lifestyle choices. It includes the development of motor skills, strength, cardiovascular fitness, aerobic and anaerobic energy systems and flexibility in activities. An annual Field Day is held in June. There is an extensive competitive and intramural sports program for all grade levels.

The social studies course includes history, geography, and current events. The purpose of the program is ultimately to make students aware of the global society in which they live. Students participate in the

National Geography Bee each year.

Science is a hands-on program based on applying the scientific method—in grades K-5 the Scott Foresman program is used; students in grades 6 have Earth Science; grade 7, Life Science; grade 8, Physical Science.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading program at Ste Jeanne d'Arc School is an essential part of a comprehensive L.A. program. The school offers a strong phonetic foundation to ensure that students are successful readers, provides a challenging curriculum that sets high standards to maximize students' abilities, and graduates students well prepared for the challenges of high school.

The Open Court Reading program (SRA McGraw Hill) is utilized in Pre-K through third grade. The emphasis is on phonemic awareness, fluency, and responding to a variety of genres. The primary grade students expand their thinking to a higher level by learning to use a variety of comprehension strategies.

In grades four and five, students continue to develop into strong readers, writers, communicators, and thinkers. In grades six through ten, students investigate the elements of story and character development, and are expected to read critically for understanding.

Many opportunities and technological resources are offered to ensure proficiency in reading. The curriculum is supplemented with ICT (Information and Communication Technologies) which uses technology to improve the students' reading rate and comprehension skills. Students begin learning word processing and Internet research in first grade. Students in grades 4-8 are required to write an annual research paper utilizing the print and non-print research skills they have been taught in the classroom and reinforced in the computer lab and library-media center.

Students in language arts are homogeneously grouped, allowing students seeking more challenge to proceed at a faster pace than those who need more time to understand the concepts. Students with advanced skills in language arts may be accelerated to a more appropriate placement. Recognizing the importance of reading in the development of communication skills, reading projects are linked with oral presentations. This connection helps SJA students graduate with confidence in public speaking, allowing them to pursue a wide variety of interests and opportunities in high school.

3. Additional Curriculum Area:

The Science program is designed to enhance the school's mission of forming the whole person through integration in all curriculum areas. The goal of this program is to encourage students to study the world around them and their interaction within it. Active participation in inquiry-based investigations with a strong hands-on component connects individual lessons to science standards. All students are required to participate in the annual Science Fair. Although the building has no science lab, creative use of space allows for necessary lab activities.

Pre-K through fifth grade students follow the Scott Foresman program which uses a spiral approach, each year building upon the previous years' knowledge base. This program encourages students to be self-directed learners in the scientific process. Grades six through eight utilize a series that emphasizes in-depth study of Earth, Life, and Physical Science by covering one area per year. Both programs, from Pre-K through grade eight, provide ample opportunity to include technology awareness, knowledge, and use in the classroom. All programs have interactive software to help meet the individual needs of all learners. Combining this software with the use of SMART Boards enhances an already challenging educational program. All students, Pre-K through eighth grade, participate in a yearly Science Fair. The Pre-K students produce a group project and are not judged. The junior high students mentor the kindergarten to third graders, promoting the development of

leadership skills necessary for their future success. In addition, teachers at all grade levels, regardless of their teaching assignments, support the science teachers. Through this cooperative venture, all staff members gain new understanding of science concepts through their active involvement in the Fair. Judges from the outside (science teachers from other schools and professionals in various scientific fields) evaluate the students' projects. This long-standing tradition is a cooperative and rewarding experience for all involved.

4. Instructional Methods:

SJA's curriculum provides students with the necessary tools to become productive and visionary members in a global society through the use of various techniques and methodologies. Most subject areas have a text as the primary instructional tool. Teachers also use a variety of instructional methods to adapt lessons to reach various learning styles. Cooperative learning groups and differentiated instruction are frequently used teaching strategies in science, social studies, French, and language arts. Teachers incorporate technology through the use of SMART Boards, PowerPoint presentation, and Internet activities in many subject areas. In science, students are taught to use the scientific method in lab activities. In social studies, students learn note-taking skills, debate, engage in map skill activities and model making. The language arts program includes writing workshops that aid students in creative writing and in the writing of a research paper. Creative book reports and oral presentations provide opportunities for varied learning experiences. The math program is based on NCTM standards. Math concepts and problem solving strategies are taught through class discussion, cooperative groups, math games, and computer lessons that reinforce class instruction. French is a core subject taught to all students in grades K-8. Puppets, role-play, music, oral activities, and cultural field trips provide a variety of instructional approaches. The French curriculum meets the requirements of the BRS program. Teachers foster an appreciation of art and music. During music class, students sing, play rhythm instruments, listen to and discuss different styles of music. In art, they learn to use a variety of mediums to complete both art and craft projects. Students develop competence in fundamental movement and healthy life skills in the physical education program. Teachers give students practice in self-organization, thus setting a good foundation for future learning. By giving all students these learning opportunities, teachers hope to provide a successful educational experience and create life-long learners.

5. Professional Development:

The administration and faculty maintain a pro-active and multi-faceted approach to professional development. The school offers weekly after-school in-servicing programs for the faculty. This year's focus is on refining SMART Board techniques, math strategies, formative assessment, and differentiated instruction. The principal chooses in-servicing based on current trends in educational practices, research, or program areas that need to be strengthened. Some of the more recent workshops include Differentiation in Teaching, Strategies for Teaching Reading, Creative Teaching Methods, art workshops in collaboration with the Brush Art Gallery and Studios in Lowell, and a workshop to enhance music instruction in the classroom. These programs provide teachers with an increased understanding of how their students learn and how to use that knowledge to support teaching. The workshops also provide information and ideas that are utilized in the classroom, resulting in engaging, productive lessons.

The Beginning Teacher Mentor Program is a prime example of the school's commitment to professional development. The goal of the program is to assist new staff members to become successful teachers by providing ongoing support and guidance by a trained mentor for a two-year period. Mentors provide an excellent resource regarding procedures, lesson planning, and classroom management. Students with novice teachers are more successful because of the teacher's continuing access to information and support from veteran teachers.

In addition to an extensive on-site professional development program, many teachers avail themselves of opportunities in the local area. Some workshops are fully paid for by the school; for others, teachers may seek reimbursement for a portion of their expenses. The dedication of the staff and administration to professional

development is a key factor in keeping SJA students highly motivated, challenged, and academically strong. The resulting high achievement is well documented through assessment results and students' classroom performance.

6. School Leadership:

The principal has a clear vision for the school. She is able to communicate that vision to others and engage them in the same pursuits of a visibly-lived Catholic identity and community service, a relentless pursuit of the best practices in education, and continued personal and professional growth. These ideals are shared with all staff members and jointly brought to reality in the school setting. As instructional leader, the principal recognizes the importance of helping her staff realize their potential so that students may benefit.

Homogeneous groupings in math, language arts, and French allow students of all abilities to reach their potential; mentor program gives beginning teachers the support they need to be successful professionals; French language program for all K-8 students supports the mission of preparing students for their role in a global society; Christian service program helps students grow in compassion towards others; a comprehensive athletic program gives students life-long skills; computer lab and media center are equipped with the resources students need to participate in a technological society.

Success is achieved through regular communication with parents in order to maintain the home-school support. Handbooks, newsletters, monthly communiqués, the weekly communication envelope, workshops on topics of interest, the School Reach school-wide communication system, and parent-principal conferences strengthen the support.

Students know they are the principal's first concern. She is accessible and available and empowers student leadership through an active Student Council and through the Junior High Mentor Program.

The principal, supported by the school's Advisory Council, exercises sound judgment in developing all available resources. There is no gym, cafeteria, or large assembly space. However, the board and administration have compensated for the physical plant limitations by using all available space in the two buildings. Several years ago, two levels in the convent building were converted for use for the Pre-K, Extended Day Program, and Advancement Office.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <u>\$3630</u> K | <u>\$3630</u> 1st | <u>\$3630</u> 2nd | <u>\$3630</u> 3rd | <u>\$3630</u> 4th | <u>\$3630</u> 5th |
| <u>\$3630</u> 6th | <u>\$3630</u> 7th | <u>\$3630</u> 8th | <u>\$0</u> 9th | <u>\$0</u> 10th | <u>\$0</u> 11th |
| <u>\$0</u> 12th | <u>\$0</u> Other | | | | |

4. What is the educational cost per student? \$ 4103 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1293
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
13 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 87 | 88 | 85 | 80 | 83 |
| Number of students tested | 41 | 50 | 42 | 58 | 54 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 2 Test: Terra Nova

Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 87 | 90 | 87 | 88 | 84 |
| Number of students tested | 41 | 50 | 42 | 58 | 54 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics Grade: 3 Test: Terra Nova
Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill
Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 76 | 69 | 68 | 62 | 62 |
| Number of students tested | 43 | 44 | 52 | 48 | 61 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 3 Test: Terra Nova

Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 80 | 87 | 78 | 80 | 82 |
| Number of students tested | 43 | 44 | 52 | 48 | 61 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics Grade: 4 Test: Terra Nova
Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill
Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 88 | 76 | 83 | 79 | 83 |
| Number of students tested | 47 | 51 | 45 | 52 | 46 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 4 Test: Terra Nova

Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 92 | 88 | 83 | 82 | 87 |
| Number of students tested | 47 | 51 | 45 | 52 | 46 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics Grade: 5 Test: Terra Nova
Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill
Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 84 | 82 | 78 | 78 | 76 |
| Number of students tested | 44 | 46 | 50 | 43 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 5 Test: Terra Nova

Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 87 | 81 | 82 | 83 | 79 |
| Number of students tested | 44 | 46 | 50 | 43 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics Grade: 6 Test: Terra Nova
Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill
Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 86 | 80 | 82 | 82 | 77 |
| Number of students tested | 46 | 50 | 42 | 48 | 36 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 6 Test: Terra Nova

Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 80 | 75 | 80 | 79 | 73 |
| Number of students tested | 46 | 50 | 42 | 48 | 36 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics Grade: 7 Test: Terra Nova
Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill
Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 83 | 81 | 83 | 76 | 73 |
| Number of students tested | 47 | 43 | 38 | 38 | 41 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 7 Test: Terra Nova

Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 84 | 83 | 80 | 74 | 79 |
| Number of students tested | 47 | 43 | 38 | 38 | 41 |
| Percent of total students tested | 100 | 100 | 97 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics Grade: 8 Test: Terra Nova
Edition/Publication Year: 2nd ed./2001 Publisher: CTB/McGraw Hill
Scores are reported here as: Percentiles

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 86 | 87 | 83 | 82 | 81 |
| Number of students tested | 41 | 39 | 37 | 39 | 43 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Grade: 8 Test: Terra Nova

Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

| | | | | | |
|-----------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 86 | 81 | 76 | 86 | 81 |
| Number of students tested | 41 | 39 | 37 | 39 | 43 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes: